
Business Standards



Interpersonal and Leadership Skills

CONTENT STANDARD

Students in Wisconsin will demonstrate interpersonal teamwork and leadership skills necessary to function in multicultural business settings.

Rationale: In order to be successful, workers need to work independently and with others, demonstrate initiative, and work efficiently in a variety of business environments.

PERFORMANCE STANDARDS

- J.12.1 Demonstrate appropriate interpersonal skills when working with others
- J.12.2 Identify stereotypes and discriminatory behaviors that could impact personal and organizational success
- J.12.3 Demonstrate ability to give and receive constructive criticism
- J.12.4 Interact effectively with people from various backgrounds
- J.12.5 Organize and participate in a discussion (see LA C.8.3, C.12.3)
- J.12.6 Demonstrate courteous attention to speakers
- J.12.7 Demonstrate ability to work as part of a team
- J.12.8 Demonstrate the ability to work independently
- J.12.9 Give examples of how nonverbal messages have different meanings in various cultures
- J.12.10 Demonstrate delegation skills
- J.12.11 Define ethics
- J.12.12 Explain why motivation, leadership, and trust are important to a team
- J.12.13 Compare and contrast alternative leadership styles
- J.12.14 Explain the importance of consumer trust for the successful conducting of business

Interpersonal Skills

Standards

- J.12.1 Demonstrate appropriate interpersonal skills when working with others
- J.12.3 Demonstrate ability to give and receive constructive criticism

Directions

For this activity you will work in groups of four. Your group will conduct four separate role plays. For each role play you will play one of the following roles: employee, supervisor, employee evaluator, or supervisor evaluator. Make sure everyone has the chance to play all four roles.

1. Decide who will play which role for the first round. Review the appropriate scoring guide for your role if you are the employee or supervisor. Evaluators—make sure you have a copy of the scoring guide to evaluate the role play. One of the evaluators should begin by reading the scenario out loud, then the supervisor and the employee should role-play a resolution to the situation. The employee evaluator should use the appropriate scoring guide to evaluate the employee. The supervisor evaluator should use the appropriate scoring guide to evaluate the supervisor. After the role-play is complete, discuss the role plays and the ratings provided by each of the evaluators on the scoring guides.
2. Change roles and repeat the activity using the second scenario. Continue until everyone has had a chance to play all the roles.

Scenarios

Scenario 1

The supervisor reviewed the information the employee sent out to all of the company's customers yesterday. The supervisor realizes that the employee typed the incorrect date on a flyer for an upcoming event.

Scenario 2

The supervisor just received a phone call from a customer indicating that an order that was sent out yesterday was incomplete. The employee did not include all of the parts the customer ordered. This is the third time this week that an incorrect order has been shipped by the employee.

Scenario 3

All of the annual reports just went to print. The supervisor has just discovered that one of the financial report pages was left out when the employee typed it.

Scenario 4

It's been crazy at the store all morning because of the big sale. The shelves are a mess and need to be tidied. The supervisor has asked the employee to pick up the area, but nothing has happened.

Student Name _____ Date _____

Supervisor Checklist*Scoring Standard*

You must achieve a "yes" rating on 6 out of the 9 items on the scoring guide to demonstrate competence.

Scoring Guide

Criteria	Rating	Comments
1. You identify the problem/situation	yes no	
2. You are courteous to others	yes no	
3. You use nonverbal cues	yes no	
4. You clarify when something is unclear to others	yes no	
5. You seek clarification when something is unclear to yourself	yes no	
6. You listen to others' opinions	yes no	
7. You give suggestions to others on ways to show improvement	yes no	
8. You use eye contact	yes no	
9. You speak clearly and concisely	yes no	

Supervisor Evaluator _____ Date _____

Student Name _____ Date _____

Employee Checklist

Scoring Standard

You must achieve a "yes" rating on 6 out of the 9 items on the scoring guide to demonstrate competence.

Scoring Guide

Criteria	Rating	Comments
1. You identify the problem/situation	yes no	
2. You are courteous to others	yes no	
3. You use nonverbal cues	yes no	
4. You clarify when something is unclear to others	yes no	
5. You seek clarification when something is unclear to yourself	yes no	
6. You listen to others' opinions	yes no	
7. You give suggestions to others on ways to show improvement	yes no	
8. You use eye contact	yes no	
9. You speak clearly and concisely	yes no	

Employee Evaluator _____ Date _____

Directions to Teacher

1. Discuss with your students the appropriate interpersonal skills when working with others. Also, discuss the ability to give and receive constructive criticism. You may want to provide examples for your students.
2. Divide students into groups of four. Review the directions and scoring guides. Allow time for role plays.

Design a Stereotype or Discriminatory Behavior Role Play

Standard

J.12.2 Identify stereotypes and discriminatory behaviors that could impact personal and organizational success

Directions

For this activity you will write a role play that includes a stereotype or discriminatory behavior. You will also identify stereotypes and discriminatory behaviors and the impacts these factors have on personal and organizational success.

1. Write a Role Play

Write a role play in which a stereotype or behavioral discrimination is taking place. Show the impact of the stereotype on the person or the organization. Write your role play in script form. You may use up to four characters. When your role play is acted out, it should be about two minutes in length.

2. Act Out the Role Play

Act out your role play. Cast the parts using other students in the class. Practice your role play and make sure it is about two minutes in length. Perform your “polished” role play for the class.

3. Identify Stereotypes and Discriminatory Behaviors

Watch the role plays performed by other students. Identify what stereotype or discriminatory behavior was acted out. Answer the following questions for each role play:

- What is the stereotype or discriminatory behavior being role-played?
- What impact does this stereotype or discriminatory behavior have on the individual or organization?

Student Name _____ Date _____

Design a Role Play*Scoring Standard*

You must achieve at least 12 points on this scoring guide to demonstrate competence. No criterion can be rated "0".

Rating Scale

3= Exceeds expectations

2= Meets expectations

1= Does not meet expectations fully

0= Information is missing, incorrect, or incomplete

Scoring Guide

Criteria	Rating				Comments
1. Role play demonstrates a stereotypical or discriminatory behavior	3	2	1	0	
2. Role play shows the impact of the stereotype or discriminatory behavior	3	2	1	0	
3. Role play is developed in script form	3	2	1	0	
4. Role play is about 2 minutes in length	3	2	1	0	
5. Role play is acted out including casting of parts	3	2	1	0	
6. You identify the stereotypes or discriminatory behavior in other role plays	3	2	1	0	
7. You identify the impact of the stereotypes or discriminatory behaviors in other role plays	3	2	1	0	

Teacher _____ Date _____

Directions to Teacher

Prior to this activity, discuss various stereotypes and discriminatory behaviors seen in our society. Also, discuss how these factors impact personal and organizational success.

Interview a Foreign Exchange Student

Standards

- J.12.4 Interact effectively with people from various backgrounds
- J.12.5 Organize and participate in a discussion (see LA C.8.3, C.12.3)
- J.12.6 Demonstrate courteous attention to speakers
- J.12.7 Demonstrate ability to work as part of a team

Directions

Plan

1. Interview a foreign exchange student who is currently attending your school. Find out what country the student is from.
2. Each person on the team must develop three to five questions for the interview. The questions should relate to business/industry in the student's country.
3. As a group, arrange all of the questions in an organized format. For example, put those questions which relate to one another together.

Interview

1. Set up the interview time and place with the foreign exchange student. Your entire group must be present at the interview and it must be conducted in a face-to-face setting.
2. Interview the student using your question list. At all times you should be demonstrating courteous attention to speaker (interviewee or group members). Remember, as you are listening to answers, you want to share similarities or differences in our own business practices. This may also trigger additional questions to ask the foreign exchange student.

Post-interview

1. As a group summarize your findings into a one-page paper.
 - Reflect on your experience interacting with someone from a different background
 - Suggest ways to increase the likelihood of clear communication with someone from a different background
 - Describe what you learned in terms of similarities and differences of business practices in the U.S. and the interviewee's native country
 - Comment on the effectiveness of your group in this activity. Give examples of how your group functioned effectively and ineffectively. Suggest ways to improve your effectiveness.
2. Conduct a peer evaluation of one other member of your group. Use the Peer Evaluation Scoring Guide.

3. Submit your summary paper, a copy of your group's interview questions after they were compiled together, the individual questions developed by each student, the Peer Evaluation Scoring Guides, and the Project Scoring Guide to your instructor for evaluation.

Team Member's Name _____ Date _____

Peer Evaluation*Scoring Standard*

The student must achieve a "yes" rating on at least five of the criteria to demonstrate competence.

Scoring Guide

Criteria	Rating	Comments
1. Team member participated with the group in organizing questions into an interview format	yes no	
2. Team member listened to other members of the group during group times	yes no	
3. Team member participated in the interview	yes no	
4. Team member listened as interviewee spoke	yes no	
5. Team member demonstrated courteous attention to the foreign exchange student	yes no	
6. Team member participated in developing the written summary	yes no	
7. Team member did your part to successfully complete the project	yes no	

Your Name _____ Date _____

Student Name _____ Date _____

Project Scoring Guide

Scoring Standard

Your group must achieve at least 16 points on this scoring guide to demonstrate competence. No items can receive a "0" rating.

Rating Scale

3= Exceeds expectations

2= Meets expectations

1= Does not meet expectations fully

0= Information is missing, incorrect, or incomplete

Scoring Guide

Criteria	Rating				Comments
1. You develop three to five questions to ask the foreign exchange student	3	2	1	0	
2. Your group compiles your questions into a cohesive interview	3	2	1	0	
3. Summary includes a reflection on interacting with someone from a different background	3	2	1	0	
4. Summary includes suggestions for how to increase the likelihood of clear communication with someone from a different background	3	2	1	0	
5. Summary includes a description of similarities and differences of business practices in the U.S. and the interviewee's native country	3	2	1	0	
6. Summary includes an explanation of the effectiveness of your group in this activity	3	2	1	0	
7. Summary includes examples of how your group functioned effectively and ineffectively and suggests ways to improve effectiveness	3	2	1	0	
8. Summary is professionally presented with correct grammar, spelling, and punctuation	3	2	1	0	

Teacher _____ Date _____

Directions to Teacher

1. Review the directions and scoring guide.
2. You may wish to brainstorm the kind of information students could gain from talking with the foreign exchange student.
3. Remind students that the goal of this assessment is not only to gain information, but also to work together as a team. Explain how to use the Peer Evaluation scoring guides.

Nonverbal Communication in International Business

Standards

- J.12.8 Demonstrate the ability to work independently
J.12.9 Give examples of how nonverbal messages have different meanings in various cultures

Directions

In this activity, you will research various cultural practices unique to a country of your choice. Then you will develop a brochure that functions as a business person's guide to that particular country.

1. Choose a country to research.
2. Research the country's cultural practices using the Internet. Find the following information:
 - The country's general location
 - Major cities
 - Which non-verbal messages have different meanings than in the U.S.
 - Common business and recreational dress
 - Rules and practices for dining out
 - Other cultural practices one might encounter in a visit to the country
 - Two other topics of your choice
3. Compile your information into a brochure entitled *A Business Person's Guide to Visiting _____* (the name of your country). The brochure must be printed on an 8-1/2 x 11 sheet of paper (you can use both sides and either tri-fold or fold in half). Word process or hand-write your brochure. Insert graphics if desired. Make sure your brochure includes a section for each of the bullets under #2 above and meets the requirements on the scoring guide.

Student Name _____ Date _____

Nonverbal Communication in International Business

Scoring Standard

You must achieve a minimum score of 12 to demonstrate competence. No criterion can receive a rating of "0".

Rating Scale

3= Exceeds expectations

2= Meets expectations

1= Does not meet expectations fully

0= Information is missing, incorrect, or incomplete

Scoring Guide

Criteria	Rating				Comments
1. You produce a professional looking brochure suitable for a business audience	3	2	1	0	
2. Brochure gives details on location and major cities	3	2	1	0	
3. Brochure includes differences in non-verbal messages	3	2	1	0	
4. Brochure includes cultural differences in dress for both business and recreation	3	2	1	0	
5. Brochure includes rules and practices for dining out	3	2	1	0	
6. Brochure includes any other cultural differences necessary for the audience	3	2	1	0	

Teacher _____ Date _____

Directions to Teacher

Give students possible sites to research. Discuss different factors for successfully demonstrating the ability to work independently. Discuss with your group examples of U.S. business practices as well as give examples of non-verbal messages with different meanings. Find a number of travel agents who would be willing to give comments on the completed brochures.

Standard

J.12.10 Demonstrate delegation skills

Directions

For this activity read the scenario below. Based on the strengths and weaknesses of the people listed below, delegate the following positions: president, vice-president, secretary, treasurer and parliamentarian. Explain why you chose the particular position for each person. Record your decisions on the Delegation activity sheet.

Scenario

You have just been appointed to the executive committee of a professional organization—National Businesspersons Extraordinaire (NBE). It is election time within the organization. The following positions need to be voted on: president, vice president, secretary, treasurer and parliamentarian. Your job is to nominate the following people for these positions based on the credentials listed below:

- **Kristopher Johnson:** Kristopher is a very focused, quiet young man. He has been a part of this organization for two years since graduating from Harvard School of Business. He's a hard worker in his position as a recruiter for the corporate offices of a major department store.
- **Jim MacPhail:** Just four years ago, Jim's company, Flowering Gardens was on the verge of bankruptcy. Jim's boss, the owner of the company, credits Jim with getting the company out of financial trouble. Jim proved he was a financial guru in the marketing portion of the company which had been neglected for so long. Today, Jim is still working for Flowering Gardens.
- **Jennifer Jones:** Jennifer is CEO of a major furniture company. She started in the company when she was in high school. She has slowly worked her way up. She prides herself on the new and innovative ideas she continually brings to her company.
- **Wendy Thompson:** Wendy has had her hands in every department of a number of major companies. Her 25 years of business experience have given her the title of National Businessperson Extraordinaire of the Year for 1997.
- **Sally Smith:** Ms. Smith is a very organized person. She is someone who never forgets to dot her I's and cross her T's as an underwriter for the largest insurance company in the five state region. You can always count on her to play by the book.

Delegation Activity Sheet

Directions: Indicate the name of the person you would nominate for each position listed below. Then explain why you chose that person.

Position	Name of Person Nominated	Reason Why
President		
Vice-President		
Secretary		
Treasurer		
Parliamentarian		

Student Name _____ Date _____

Delegation Skills*Scoring Standard*

You must achieve a rating of at least "2" on each criterion to demonstrate competence.

Rating Scale

3= Exceeds expectations

2= Meets expectations

1= Does not meet expectations fully

0= Information is missing, incorrect, or incomplete

Scoring Guide

Criteria	Rating	Comments
1. You nominate someone for each position	3 2 1 0	
2. You indicate why you nominated the person	3 2 1 0	
3. Your rationale is reasonable	3 2 1 0	
4. Your work is professionally presented	3 2 1 0	

Teacher _____ Date _____

Directions to Teacher

Lead a discussion with your class on the various qualities necessary for president, vice president, secretary, treasurer, and parliamentarian of a business organization. There is no right or wrong answer, but the reasoning used to nominate the candidates should be evaluated.

Standard

J.12.11 Define ethics

Directions

For this activity you will analyze a real-life situation in which ethics were violated.

1. Choose a situation to analyze. You could use a situation in your own life, a situation encountered by someone you know, or a situation described in a magazine or newspaper.
2. Write a one-page essay analyzing the situation. Include the following items in your essay.
 - Describe the ethical problem
 - Define ethics
 - Explain why ethics were violated based on your definition
 - Identify other choices the person may have had in dealing with the dilemma
 - Suggest an ethical alternative to the situation

Student Name _____ Date _____

Ethics Essay

Scoring Standard

You must achieve a total of at least 12 points on this scoring guide to demonstrate competence. No criterion can receive a rating of "0". If a source citation is required the last criterion must be rated "yes."

Rating Scale

- 3= Exceeds expectations
- 2= Meets expectations
- 1= Does not meet expectations fully
- 0= Information is missing, incorrect, or incomplete

Scoring Guide

Criteria	Rating				Comments
1. Essay includes a description of the ethical problem	3	2	1	0	
2. Essay includes a definition of ethics	3	2	1	0	
3. Essay includes an explanation of why ethics were violated based on the definition	3	2	1	0	
4. Essay includes a description of other choices the person may have had in dealing with the situation	3	2	1	0	
5. Essay includes a suggestion of an ethical alternative for the situation	3	2	1	0	
6. Essay is word processed and contains correct spelling, grammar and punctuation	3	2	1	0	
7. Essay includes source citation if appropriate	yes	no			

Teacher _____ Date _____

Directions to Teacher

1. Review the directions and scoring guide.
2. Discuss the definition of ethics. Relate it to the standards of morality, trust, and fairness.
3. Help students find situations to analyze. You may choose to present students with a particular situation rather than have students find one on their own.

Practice Teamwork

Standards

- J.12.12 Explain why motivation, leadership, and trust are important to a team
- J.12.13 Compare and contrast alternative leadership styles

Directions

You will be involved in a team-building activity. Everyone will have on a blindfold. There is to be absolutely no talking. Your directions will come from the teacher during the actual activity. When finished with the activity, write answers to each of these questions.

1. What was the motivation in this activity?
2. Can you name at least two leaders who emerged in the group? Who were they? What did they do that set them apart as leaders? What were the similarities and differences between their leadership styles?
3. Was trust involved in this activity? How?
4. If everyone in the class worked in a company together, or played on the same basketball team, how would the motivation, leadership, and trust shown in this activity transfer to that work or team setting?

Student Name _____ Date _____

Practice Teamwork*Scoring Standard*

You must achieve a total of at least 16 points on this scoring guide to demonstrate competence. No criterion can receive a rating of "0".

Rating Scale

3= Exceeds expectations

2= Meets expectations

1= Does not meet expectations fully

0= Information is missing, incorrect, or incomplete

Scoring Guide

Criteria	Rating	Comments
1. You participate in the team building activity	3 2 1 0	
2. You state the motivation to complete the activity	3 2 1 0	
3. You identify the leaders that emerged in the group and describe why they were leaders	3 2 1 0	
4. You describe the similarities and differences in their leadership styles	3 2 1 0	
5. You explain how trust was involved in the activity	3 2 1 0	
6. You relate the classroom activity to a real life company or team situation	3 2 1 0	
7. Written work contains correct spelling, grammar and punctuation	3 2 1 0	
8. Written work is professionally presented	3 2 1 0	

Teacher _____ Date _____

Directions to Teacher

1. Make blindfolds available for each class member. Conduct the activity in a large open space.
2. Direct students to put on the blindfolds. Move them around the open area so they are spread out and facing different directions.
3. Direct students to arrange themselves in a line in order from the tallest student to shortest student. Students must conduct the activity with absolutely no talking.
4. Give the students about 15 minutes to complete the activity. If the students are progressing along nicely, you may want to let them finish the activity regardless of time frame.
5. Review the directions and scoring guide for the assessment. Allow time for students to write answers to the questions. Lead a class discussion on the responses.

Consumer Trust Interview

Standard

J.12.14 Explain the importance of consumer trust for the successful conducting of business

Directions

For this activity you will interview an owner/manager of a local business to find out how consumer trust relates to his/her company.

1. Choose a company that interests you. Record the name of the company on the Interview Information Sheet. Call and make an appointment for the interview. You may conduct the interview over the phone or in person. You will need about 15 minutes for the interview.
2. On the Interview Information Sheet, write down five to seven questions you would like to ask during the interview. Make sure at least three of your questions revolve around the importance of consumer trust to the company.
3. Conduct the interview.
4. When finished with the interview, write a thank-you letter to that person explaining what you learned about that business as well as the importance of consumer trust to that business. Keep a copy of the thank-you letter to turn in to your teacher and send the other copy to the person you interviewed.
5. Submit your Interview Information Sheet, a copy of your thank-you letter and the scoring guide to your teacher for evaluation.

Interview Information Sheet

Name _____

Name of Person Interviewed _____

Company _____

Position _____

Phone Number _____ E-mail _____

Address _____

Time/Place of Interview _____

Interview Questions: (List the Interview Questions Below)

Student Name _____ Date _____

Consumer Trust Interview*Scoring Standard*

You must achieve a total of at least 12 points on this scoring guide to demonstrate competence. No criterion can receive a rating of "0".

Rating Scale

3= Exceeds expectations

2= Meets expectations

1= Does not meet expectations fully

0= Information is missing, incorrect, or incomplete

Scoring Guide

Criteria	Rating	Comments
1. You record the general information about your interview on the Interview Information Sheet	3 2 1 0	
2. You develop five to seven open, focused interview questions	3 2 1 0	
3. At least three interview questions pursue the importance of consumer trust to the company	3 2 1 0	
4. You write a thank-you letter to the person you interviewed using proper letter format	3 2 1 0	
5. Thank-you letter states what you learned about consumer trust	3 2 1 0	
6. Thank-you letter is word processed and contains correct spelling, grammar and punctuation	3 2 1 0	

Teacher _____ Date _____

Directions to Teacher

1. Review the directions and scoring guide. You may want to pre-approve the students' interview choices before they conduct the interviews.
2. Discuss how to conduct the interview. Define consumer trust.